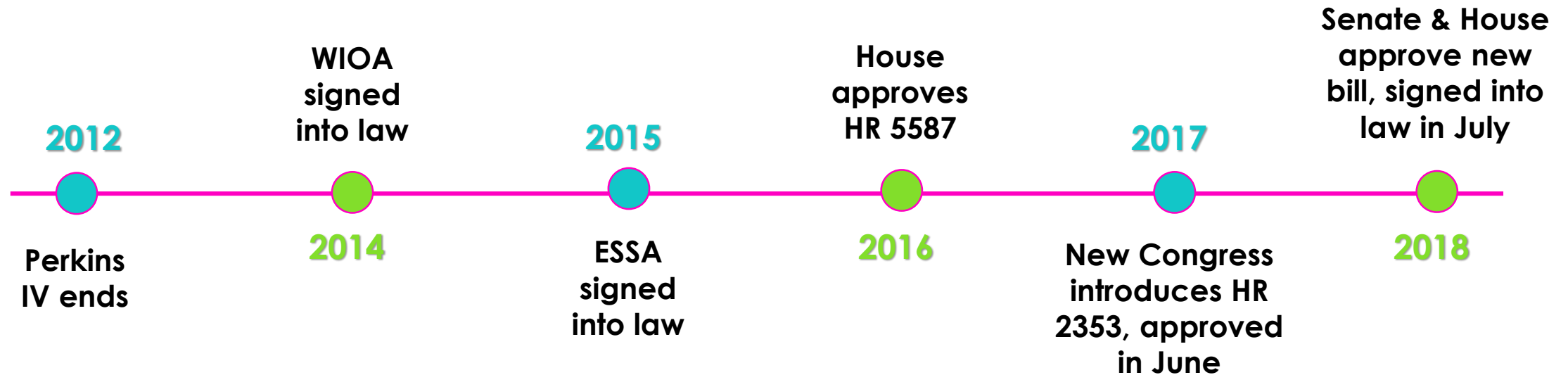




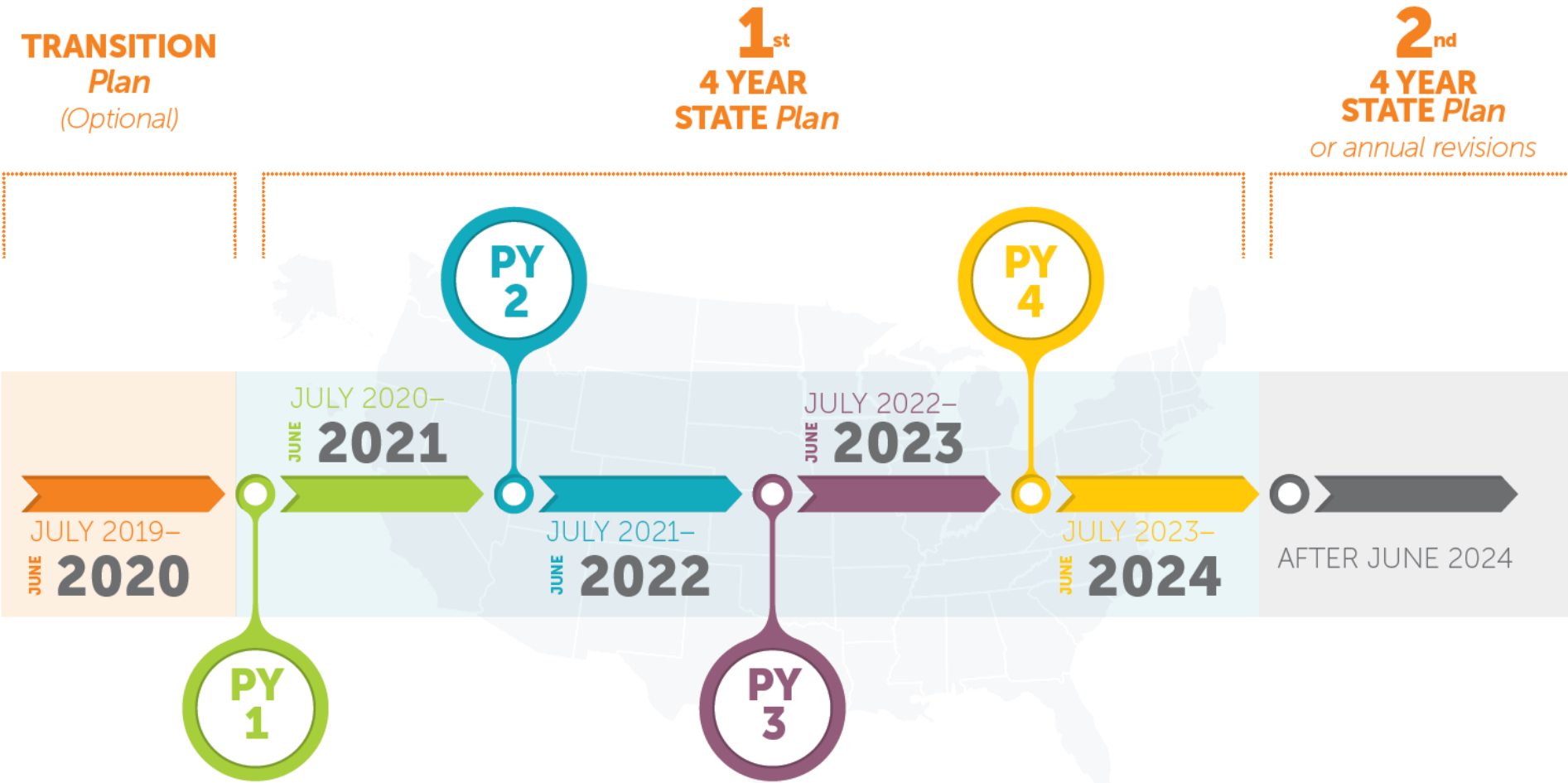
Strengthening Career & Technical Education for the 21st Century

Katie Graham, CTE State Director
Dawn Lindsley, CTE Assistant Director

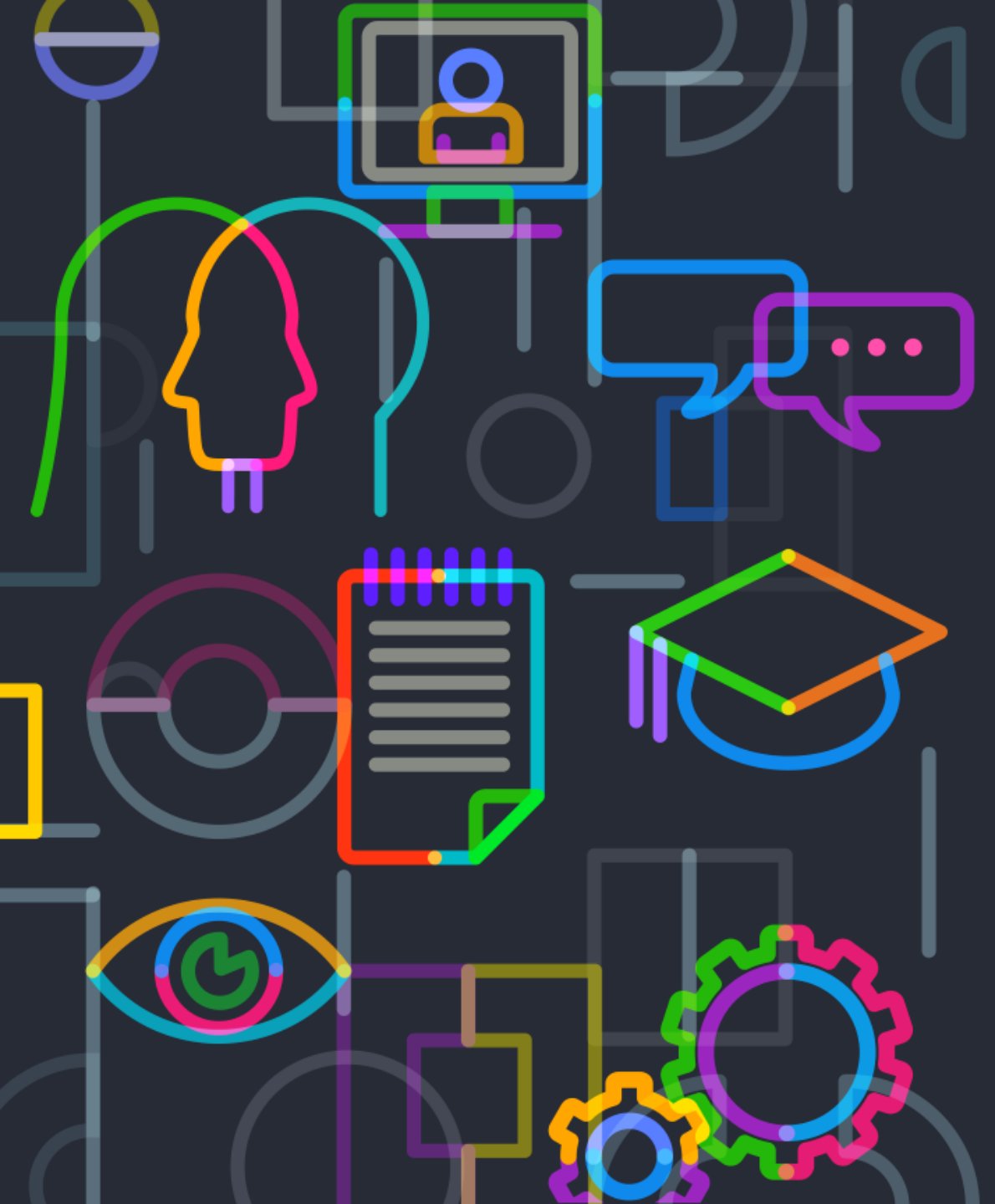
Perkins V: How did we get here?



PERKINS V TIMELINE



Transition Year 2019-20; New State Plan 2020-2024

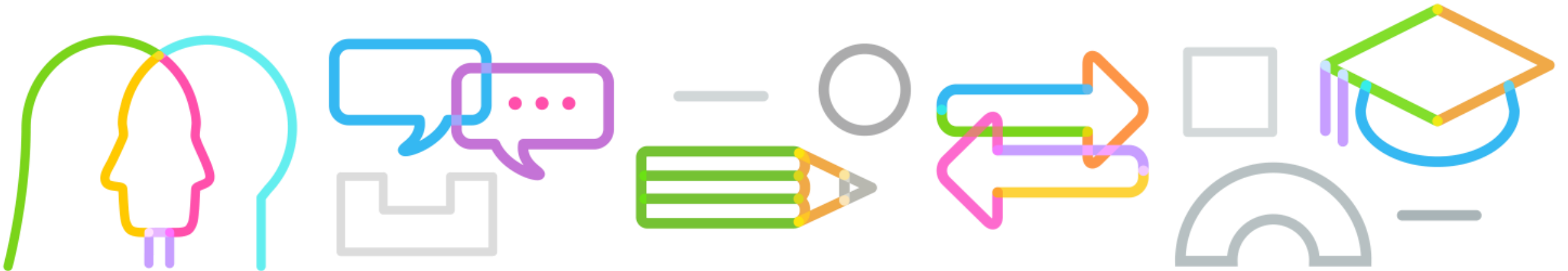
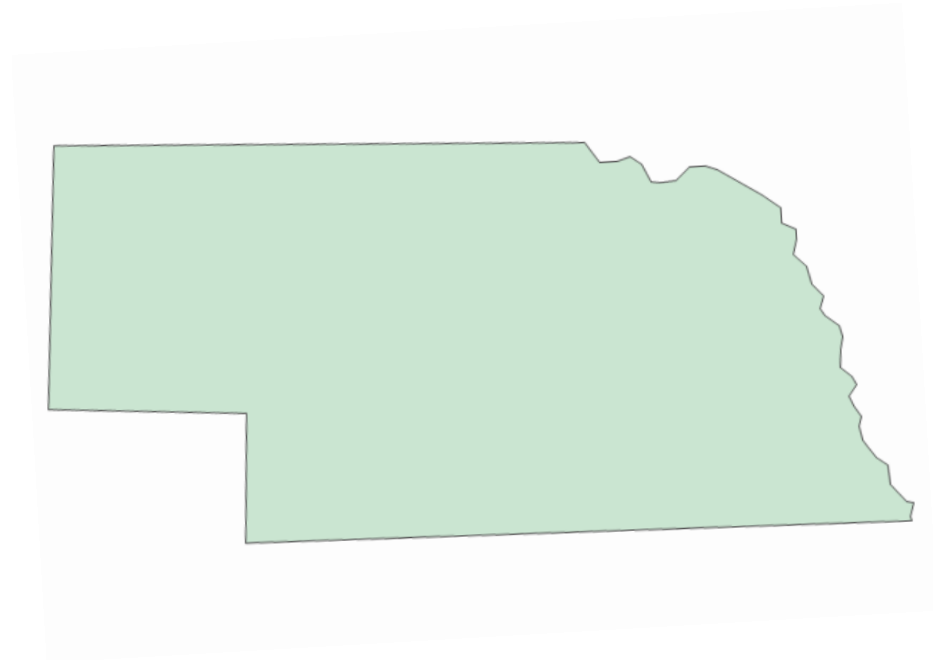


Perkins V: Purpose

“... increasing learner **access** to high-quality Career & Technical Education (CTE) **programs of study**. With a focus on **systems alignment** and **program improvement**, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of **learners and employers**.”

Nebraska Perkins Allocation

- \$6,816,893 to \$7,209,648
- 5.8% increase





Major Tenets of Perkins V

Program Improvement | Flexibility | Data & Accountability

Major Tenet

Program Improvement

- Maintains commitment to **programs of study**
- Introduces **comprehensive local needs assessment**
- Increases statewide reserve fund to spur **local innovation** and implement programs of study
- Increases focus on **alignment to labor market needs**
- Stronger focus on **equity**, including a new purpose on increasing opportunities for special populations

Major Tenet

Flexibility

- Expands support for career exploration as low as 5th grade
- Aligns to the Every Student Succeeds Act (ESSA) and Workforce Innovation & Opportunity Act (WIOA)
- Reduces the number of required uses of funds, expands permissive uses of funds*



Major Tenet

Data & Accountability

- Defines who is included in the accountability system
- Changes in the process for setting performance targets
 - Includes strengthened stakeholder engagement process
- Focuses on disaggregation of data
- Shifts the accountability indicators





Definitions

Key Updates on Definitions

- 55 definitions total (current law has 34)
- Definitions linked to ESSA & WIOA
- Includes
 - Career & Technical Education
 - Program of Study
 - Special Populations
 - Recognized Postsecondary Credential
 - CTE Concentrator





Accountability

Secondary Accountability Indicators

Reports only on CTE Concentrators

1. Graduation rates (ESSA)
2. Academic proficiency (ESSA)
3. Student placement (2nd quarter after exiting)
4. CTE program quality *
5. The percentage of CTE concentrators in CTE programs that lead to non-traditional fields

Reporting Requirements

- By core indicator, by subgroup and subpopulation
- By core indicator and CTE program of study ; if that is not practical, then by career cluster
- Identification and quantification of disparities and gaps in performance



Nebraska CTE

Things that will **Remain**

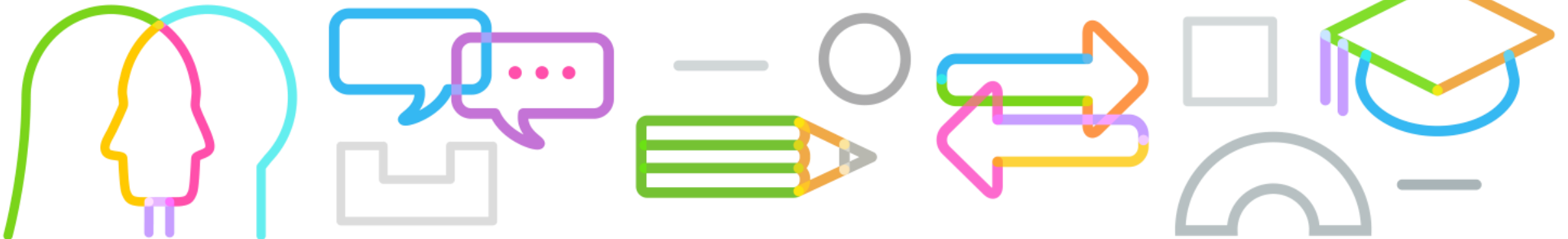
- Formula for Perkins Application
- Consortium Structure
- State Models Programs of Study

Things that will be **Enhanced**

- Early Postsecondary Opportunities
- Workplace Experiences (including WBL)
- Addressing Equity Gaps
- Secondary/Postsecondary Alignment
- Program/Workforce Alignment
- Program Quality Indicators

Things that will **Change**

- Annual Application
- Accountability Indicators/Data Reporting
- Concentrator Definition





Local Application

What does the law say?

Each eligible recipient must submit a local application to be eligible for funding, and the local application should cover the same time period as the state plan (four plan). Eligible agencies can add additional requirements (as under current law), but the local application must include..." eight specific things.

Similar to the current Local Plan, with the exception of the Comprehensive Local Needs Assessment.

What does the law mean?

By replacing the “local plan” with “local application,” Perkins V is signaling that while funding may be allocated to an eligible recipient via the formula, the funds are not a guarantee. **Funds are dependent on approval of a local application – and one that reflects the findings of the comprehensive needs assessment and stakeholder input.**

States may choose to require additional components to the local application that align with state goals, including minimums or caps on how much funding can be dedicated toward certain purposes or priorities, such as programs of study.

Local Uses of Funds

- Provide career exploration and career development activities
- Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional personnel, career guidance and academic counselors, or paraprofessional
- Provide with CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations
- Support the integration of academic skills into CTE programs and programs of study
- Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators
- Develop and implement evaluations of activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report



Local Comprehensive Needs Assessment

Student Performance Data

Size, Scope, & Quality

Local Workforce Alignment

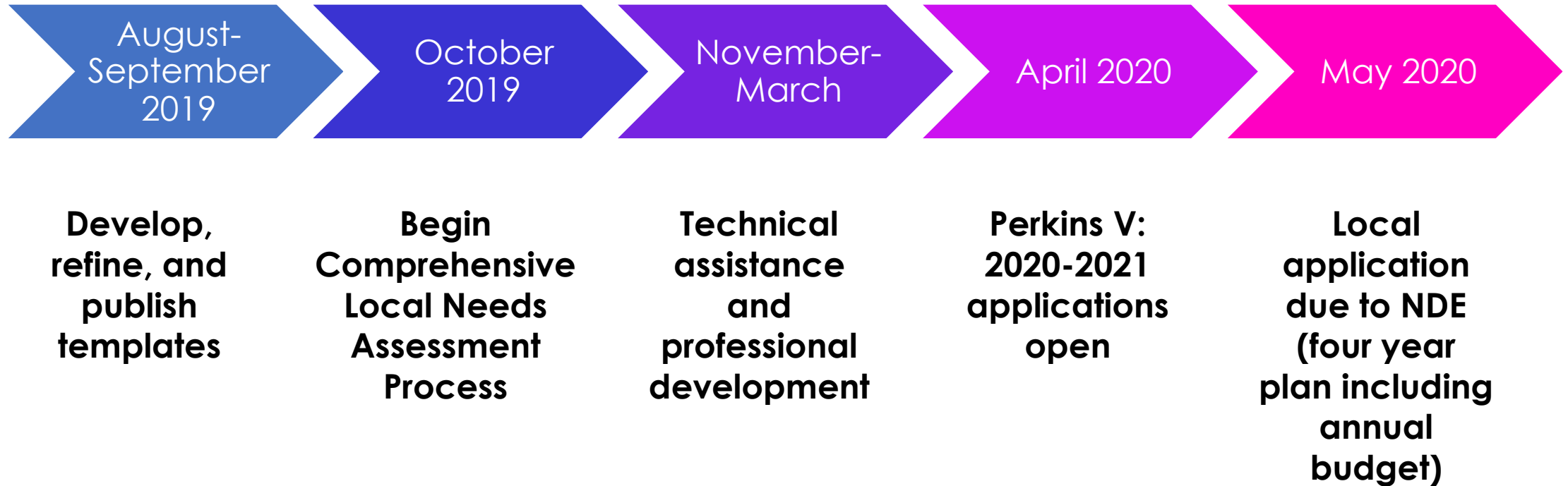
Progress Toward Implementing CTE Programs of Study

Recruitment, Retention, & Training Faculty & Staff

Progress Toward Improving Access & Equity



Anticipated Timeline





Support

What We Plan To Do

Create helpful templates (and consolidate) with practical guidance

Provide as much data as possible in easy-to-use formats

Facilitate face-to-face professional development and technical assistance for meaningful exchanges of information and immediate responses to questions

Develop training videos and manuals for just-in-time use

Maintain real-time frequently ask questions resources

Recruit state-level partners from workforce and other agencies to promote and coordinate involvement in the comprehensive local needs assessment and local application process

Identify contact information for local application stakeholder engagement



Feedback Activity Questions?

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<http://bit.ly/PerkinsVSurvey>

